

ADMINISTRATION AND INTERPRETATION OF RAPID ASSESSMENT ON READING SKILLS

(RARS)

I. INTRODUCTION

The use of assessment is now one of the most critical and important activities in any reading program. In fact, no program in reading should be started that is not based on results of an assessment. For many, assessment is a demanding process that requires technical people to do.

Through this guide, one of the simplest and easy to use assessment tool will be introduced-- the Rapid Assessment of Reading Skills-- which is designed for quick assessment of the reading skill of early grade students.

This session guide was developed to help teacher use the Rapid Assessment of Reading Skills (RARS) to diagnose their students' reading level and use the data to benchmark students' progress over the course of the reading program or intervention for students' needing support in reading.

II. REFERENCES

Comings J. (2009, December) *A Manual for the Development of Rapid Assessment Reading Skills (RARS) Test*, Newton, USA Education Development Center

Education Development Center, (2010) *Rapid Assessment On Reading (RARS) A Reading Assessment Tool for Students Undergoing Remedial Reading Sessions*, Philippines

ABSTRACTION

What is RARS for?

The Rapid Assessment Reading Skills (RARS) is an assessment tool that provides an approximation of children's reading skill, particularly the skill on word recognition. It is a leveled reading test that measures the ability of a child to read a list of individual words. The test consists of a list of 10 letters and 90 words listed in order of their difficulty both in terms of complexity of their spelling and frequency of their use in text. The number of letters and words correctly read orally within 120 seconds is the score of the student. By tracking students word recognition skill using RARS, teachers can identify who among their students can end or need to stay on for remedial reading instruction.

The words found in the RARS are generated from students' grade level textbooks. It is possible to generate a number RARS word list set that has the same difficulty level by using the same leveled textbooks. The teacher can use the different sets of RARS word list on a bimonthly or monthly basis.

How to Administer the RARS and Interpret Results?

1. Give the student a copy of the test sheet.
2. Part 1. Ask the student to give the sounds of the 10 letters. The teacher marks each letter sounded out correctly. This section of the test is not timed.

RAPID ASSESSMENT OF READING SKILLS

Progress Tracking Chart

Name of Student: _____

Grade Level: _____

Name of School; _____

School Year: _____

Schedule of Remedial Reading Session: _____

Frequency: _____

Initial Reading Level: _____

Final Reading Level: _____

Directions:

1. Plot the number of correct letter and words read on the list provided for each administration on the first chart for the corresponding month. This serves as graphical representation of the pupil's reading level for each administration.
2. Connect the dots in the first chart to see level of the pupil's progress for the entire duration of the remedial session.
3. Record the number of correct letters and words in the record chart with the corresponding reading level. Put under Remarks the actions to be undertaken by the remedial reading teacher based on the reading level of the pupil.
4. The remedial reading teacher submits the Progress Chart to the School Principal for review.

Number of Correct Letters and Words Read

91-100											
81-90											
71-80											
61-70											
51-60											
41-50											
31-40											
21-20											
11-20											
0-10											
	June	July	August	Sept	Oct	Nov	Dec	Jan	Feb	March	April

Level 6

Set 1

Part 1

T R K B P D V A G Z

Part 2

T R K B P D V A G Z (10)

to of be the out (15)

may its him god eat (20)

box when well tree tone (25)

time tide tale stop like (30)

lean lava know kept good (35)

felt door dark blue area (40)

where until three tears taste (45)

start slang saint relic older (50)

month kinds grave front first (55)

equal cares raised pupils plenty (60)

myself moment melody marvel marine (65)

looked larger kitten follow easily (70)

dinner	create	circus	church	always	(75)
workers	willing	visible	tongue	thought	(80)
summary	rolling	Jasmine	Germany	factory	(85)
develop	context	central	baskets	servants	(90)
repaired	questions	operate	heritage	friendly	(95)
ceremony	wonderful	test-wise	pronounce	difficult	(100)

Level 5

Set 1

Part 1

L T V X Z L P R D Y

Part 2

L T V X Z L P R D Y (10)

we up do at as (15)

new hat get for with (20)

went used unit slum sign (25)

kids keep June here held (30)

have gulp form file east (35)

card arms weigh waste under (40)

spoke space shows shall sense (45)

looms Julia guess grade given (50)

cheek canal built below wishes (55)

things temper tasted should plants (60)

looked listed forget flight father (65)

drawer covers cinema better author (70)

volumes	unequal	Russian	located	heritage	(75)
goodbye	freeman	follows	floated	failure	(80)
seminars	repeated	patterns	openings	bulletin	(85)
doorstep	climbing	chambers	antonyms	suffering	(90)
something	satellite	referee	patrimony	Margarita	(95)
departure	daydreams	corporate	blueprint	announced	(100)

Level 4

Set 1

Part 1

J K O Q W E S C N V

Part 2

J K O Q W E S C N V (10)

us so on how got (15)

for bat bag wind than (20)

tell sure stay soil save (25)

make made kind join hear (30)

dark copy call away young (35)

would vapor trees still serve (40)

reply parts owl's often night (45)

month lions leave lakes hills (50)

great forms first every could (55)

close boats angry walked things (60)

stones report prayed places people (65)

income hungry higher helped gentle (70)

forgot easily drinks damage action (75)

turning	sisters	results	picking	ordered	(80)
nothing	message	greater	glowing	flowers	(85)
terrible	softness	question	pointing	gasoline	(90)
frequent	finished	eruption	directly	captured	(95)
clearance	outlined	faithful	dissolved	understand	(100)

Level 2

Set 1

Part 1

T Y U O L N V G F A

Part 2

T Y U O L N V G F A (10)

or if up we gay (15)

she out Don ten off (20)

fly old his can lie (25)

all one find bird down (30)

tree uses star dock open (35)

pick lost hail then wipe (40)

take unit Rosa nine need (45)

shed race read desk sway (50)

glue fall join year dark (55)

dish kept dear wind none (60)

voice canes flake first trees (65)

asked sings sheet doing shade (70)

great	front	books	money	below	(75)
wants	flash	again	study	fable	(80)
greet	flies	reads	woman	grain	(85)
pieces	cannot	boiled	recess	things	(90)
travel	inside	plants	throws	second	(95)
stayed	please	little	slippers	remember	(100)

Level 3

Set 1

Part 1

A H K Z V C F P L N

Part 2

A H K Z V C F P L N (10)

am I'm up Ana hot (15)

Jay oil own men all (20)

dug end out buy who (25)

Roy are the bell Bert (30)

case face game huts gift (35)

news wild arms year Cora (40)

find look make have when (45)

some this calls count Duran (50)

first jump learn tried walks (55)

funny gives mango Willy drinks (60)

Lilia peace built other begin (65)

accept Anneth Arthur better blanks (70)

bought	asked	during	fourth	played	(75)
result	shaped	should	Castro	places	(80)
ordered	fifteen	letter	arrived	besides	(85)
command	favorite	gathers	legibly	one-half	(90)
vinegar	welcome	canteen	shorter	exhibit	(95)
pretend	request	roasted	laughed	seventh	(100)

Level 1

Set 1

Part 1

J R F A N K X I O B

Part 2

J R F A N K X I O B (10)

now be sin zoo dog (15)

fan Bob she sky one (20)

Sam Ben hit ten Pam (25)

time body long zoom beat (30)

come feet here Omar heat (35)

Toni tell this does lolo (40)

into kind Liza look from (45)

class Raul Velez tiger child (50)

vinta Lopez ducks green woman (55)

touch Efren years water block (60)

Pedro lines third stand swing (65)

Ernest middle dialog chicks column (70)

number hollow flame guitar basket (75)

flowers	persons	shinning	correct	shapes	(80)
arrange	walking	goodbye	missing	because	(85)
singing	morning	running	letters	rhyming	(90)
complete	learning	notebook	sleeping	cabinets	(95)
activity	brothers	catching	birthday	pictures	(100)